New England Common Assessment Program

Student Work Samples
2009

Grade 4

Reading

7 a. What problems do the frogs have in the story?

Each frog is eager to visit another city. They begin the long journey to either Osaka or Kyoto. They meet on the top of a mountain and want to see the other village to make sure their visit is worth the journey. But they can't see because they're too short.

b. How do the frogs try to solve their problems? Use details from the story.

One of the frogs has an idea. He says that if they stand on their hind legs, and hold onto each other, they will be able to spot their destination. the frogs tried it and discovered that the other city looked just like their own. The frogs forgot that their eyes were on the back of their heads, yet they were pleased.

7 a. What problems do the frogs have in the story?

The problems the frogs have in the story is that they have to climb up a big mountain and that they are not tall so they can't see where they are heded.

b. How do the frogs try to solve their problems? Use details from the story.

The frogs try to solve there problem by holding onto each other and standing on there hind legs. to see if the place they are heded is really marvelous.

7 a. What problems do the frogs have in the story?

The frogs problem was .... Their eyes were at the back of their head.

b. How do the frogs try to solve their problems? Use details from the story.

The frogs solve their problem when.... They hold each other and stand on their hind legs

7 a. What problems do the frogs have in the story?

They want to go to each others city.

b. How do the frogs try to solve their problems? Use details from the story.

They stand on each other.

7 a. What problems do the frogs have in the story?

They forget that the frogs eyes are behind there heds.

b. How do the frogs try to solve their problems? Use details from the story.

By going back.

7 a. What problems do the frogs have in the story?

they have no plase to live.

b. How do the frogs try to solve their problems? Use details from the story.

they triy to find a home for her or him.

12 Explain how and why people started using money. Use details from the passage.

People started using money because sometimes people had to trade for bad deals. In the text, it explains that if a farmer wanted a coat and a weaver wanted a cow, the farmer wouldn't get his fair share and the weaver would get more than he should. They began to use money that we woudn't normally use today, like shells. The Native Americans used beads made into wampum belts. Africans used lumps of salt, and Mexicans used beans. Other people used huge stone rings and red feathers. And others used metal as money. They used metal shaped like axes, hoes and knives. Silver and gold were the most rare and valuable money. People used money for an easier way of life. And we still use money today.

12 Explain how and why people started using money. Use details from the passage.

The people started useing money because if one person wanted to trade a cow for a coat a cow would be a lot more so to be fair they started useing money so it could be fair to everyone. Also it would make people use is wisly. The people used meatal for money. The rich people had silver and gold. Thats how I think the people started useing money.

12 Explain how and why people started using money. Use details from the passage.

People started using money. I know this because in the passage the cow was worth more than the coat. The man came up with using different amounts of shells to buy different things. That is why people started using money.

12 Explain how and why people started using money. Use details from the passage.

People started using money because when they traded somtines it wasn't fair. Then they started to use things like shells and metal. The shells were used as money back in time.

12 Explain how and why people started using money. Use details from the passage.

People started useing money because some stuff was worth more than the other.

12 Explain how and why people started using money. Use details from the passage.

Because we need to have thing to help your body. We will not have no money.

Mathematics

11 Marco solved this multiplication problem.

$$
\begin{array}{r}
10 \\
\times\ 3 \\
\hline
30
\end{array}
$$

Write a number sentence using addition that Marco could use to check his work.

$$10 + 10 + 10 = 30$$

11 Marco solved this multiplication problem.

$$\begin{array}{r} 10 \\ \times\ 3 \\ \hline 30 \end{array}$$

Write a number sentence using addition that Marco could use to check his work.

add 3 10 times.

3+3+3+3+3+3+3+3+3+3=30
3 6 9 12 15 18 21 24 27 30

11 Marco solved this multiplication problem.

$$
\begin{array}{r}
10 \\
\times\ 3 \\
\hline
30
\end{array}
$$

Write a number sentence using addition that Marco could use to check his work.

$30 \div 3 = 10$

12 Look at these shapes.
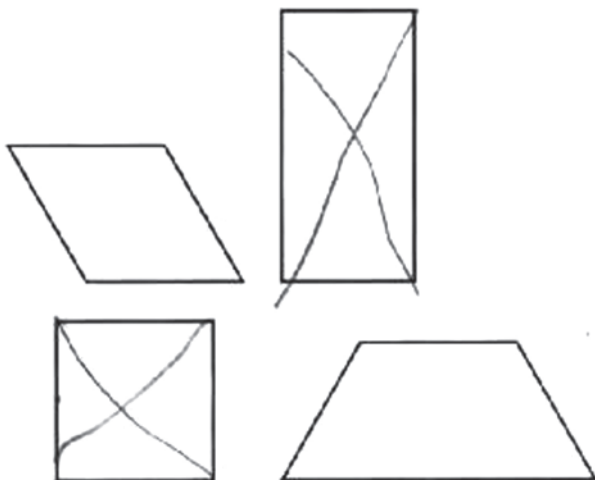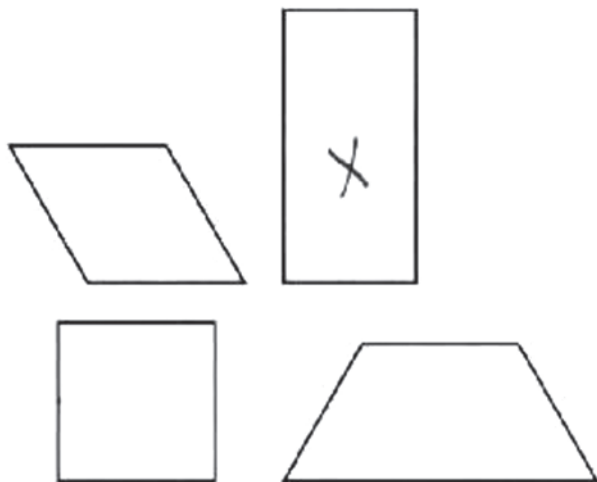
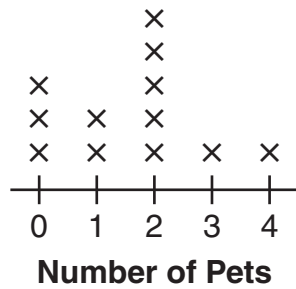Put an X on each shape that is a rectangle.

12 Look at these shapes.

Put an X on each shape that is a rectangle.

12 Look at these shapes.
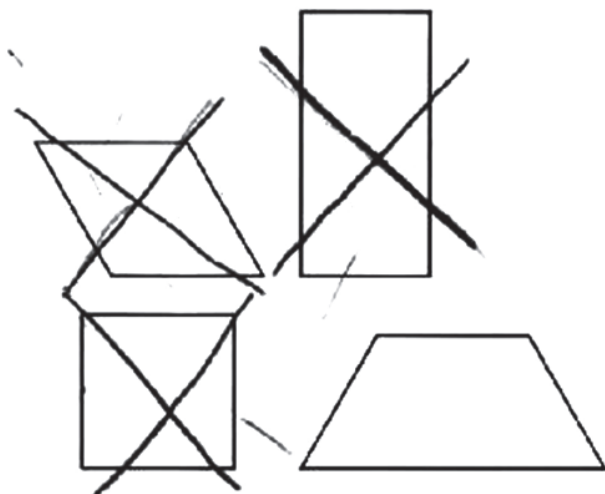
Put an X on each shape that is a rectangle.

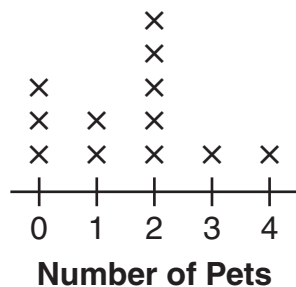**13** Eric made this line plot to show how many pets his friends have.

```
            ×
            ×
×           ×
×   ×   ×
×   ×   ×   ×   ×
+---+---+---+---+
0   1   2   3   4
```
Number of Pets

Key
× represents 1 friend

What is the most common number of pets Eric's friends have?   *2*

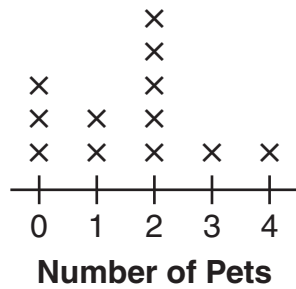**13** Eric made this line plot to show how many pets his friends have.

```
            ×
            ×
 ×     ×
 ×  ×  ×
 ×  ×  ×  ×  ×
 +--+--+--+--+
 0  1  2  3  4
```
Number of Pets

Key
× represents 1 friend

5 Pets

Because has a Lot of pets in common

What is the most common number of pets Eric's friends have?

5 Pets

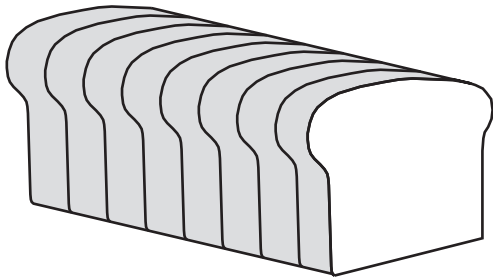**13** Eric made this line plot to show how many pets his friends have.

```
                ×
                ×
    ×           ×
    ×   ×   ×
    ×   ×   ×   ×   ×
    +   +   +   +   +
    0   1   2   3   4
```
Number of Pets

```
┌─────────────────────┐
│         Key         │
├─────────────────────┤
│ × represents 1 friend │
└─────────────────────┘
```

What is the most common number of pets Eric's friends have?

3 and 4

14 Look at this loaf of bread.

Morgan ate 2 slices of bread. Trent ate 1 slice of bread.

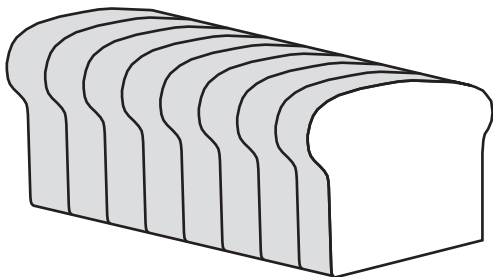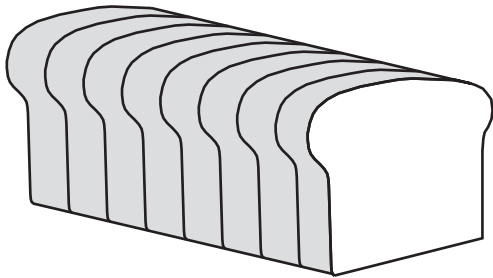a. What fraction of the loaf of bread did Morgan and Trent eat?

$$\frac{3}{8}$$

b. What fraction of the loaf of bread is left over?

$$\frac{5}{8}$$

14 Look at this loaf of bread.
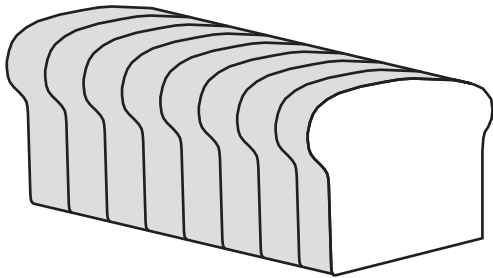
Morgan ate 2 slices of bread. Trent ate 1 slice of bread.

a. What fraction of the loaf of bread did Morgan and Trent eat?

$$\dfrac{Morgan}{\dfrac{2}{8}} \qquad \dfrac{Trent}{\dfrac{1}{8}}$$

b. What fraction of the loaf of bread is left over?

$$\dfrac{5}{8}$$

14 Look at this loaf of bread.

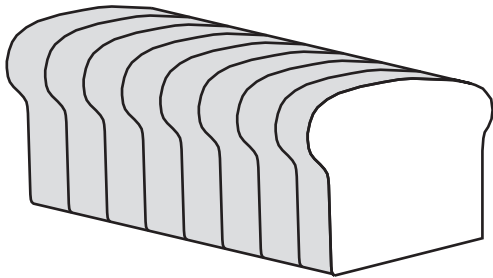
Morgan ate 2 slices of bread. Trent ate 1 slice of bread.

a. What fraction of the loaf of bread did Morgan and Trent eat?

$$\frac{1}{2}$$

b. What fraction of the loaf of bread is left over?

$$\frac{5}{8}$$

14 Look at this loaf of bread.

Morgan ate 2 slices of bread. Trent ate 1 slice of bread.

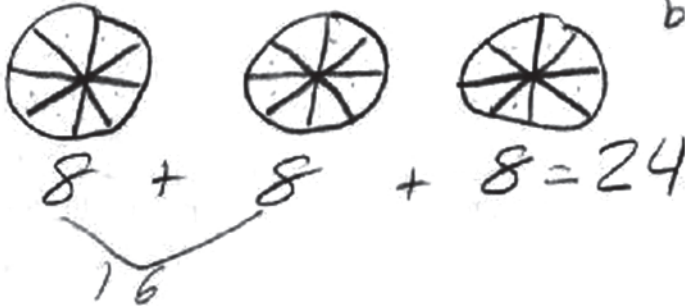a. What fraction of the loaf of bread did Morgan and Trent eat?

$$\frac{3}{8}$$

b. What fraction of the loaf of bread is left over?

$$\frac{3}{5}$$

14 Look at this loaf of bread.

Morgan ate 2 slices of bread. Trent ate 1 slice of bread.

a. What fraction of the loaf of bread did Morgan and Trent eat?

$$\frac{8}{3}$$

b. What fraction of the loaf of bread is left over?

$$\frac{8}{5}$$

15 There are 3 pies at a bakery. Each pie is cut into 8 slices.

How many slices of pie are there? Show your work or use numbers, words, or pictures to explain how you know.

There are 24 slices of Pie at the bakery.

$$8 + 8 + 8 = 24$$

16

15 There are 3 pies at a bakery. Each pie is cut into 8 slices.

How many slices of pie are there? Show your work or use numbers, words, or pictures to explain how you know.

$$8 \times 3 = 24$$

$$\begin{array}{r} 8 \\ + 8 \\ 8 \\ \hline \end{array}$$

15 There are 3 pies at a bakery. Each pie is cut into 8 slices.

How many slices of pie are there? Show your work or use numbers, words, or pictures to explain how you know.

25

15 There are 3 pies at a bakery. Each pie is cut into 8 slices.

How many slices of pie are there? Show your work or use numbers, words, or pictures to explain how you know.

24

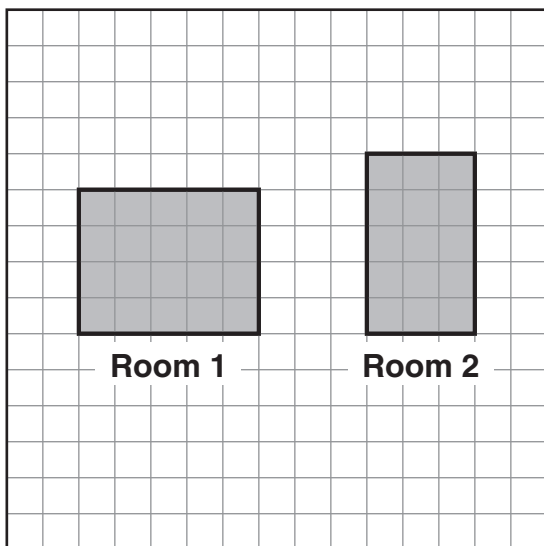**15** There are 3 pies at a bakery. Each pie is cut into 8 slices.

How many slices of pie are there? Show your work or use numbers, words, or pictures to explain how you know.

3 Pies
+8 Slices
—————
11 slices atogether

16 Room 1 and Room 2 are each shaped like a rectangle. A model of each room is shown below.

Room 1   Room 2

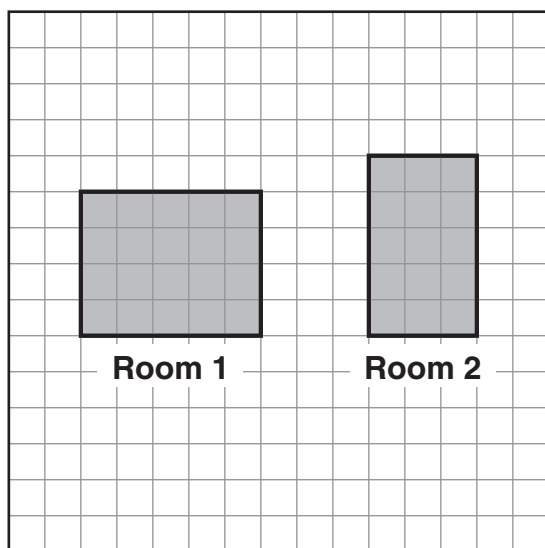| **Key** |
| :---: |
| ☐ represents 1 square yard |

How many square yards larger is the area of Room 1 than the area of Room 2? Explain how you know.

$$\begin{array}{r} 4 \\ \times 5 \\ \hline 20 \end{array} \text{ yards} \qquad \begin{array}{r} 3 \\ \times 5 \\ \hline 15 \end{array} \text{ yards}$$

My answer is in room 1 it has 5 more square yards than in room 2.

16 Room 1 and Room 2 are each shaped like a rectangle. A model of each room is shown below.

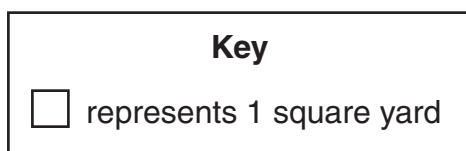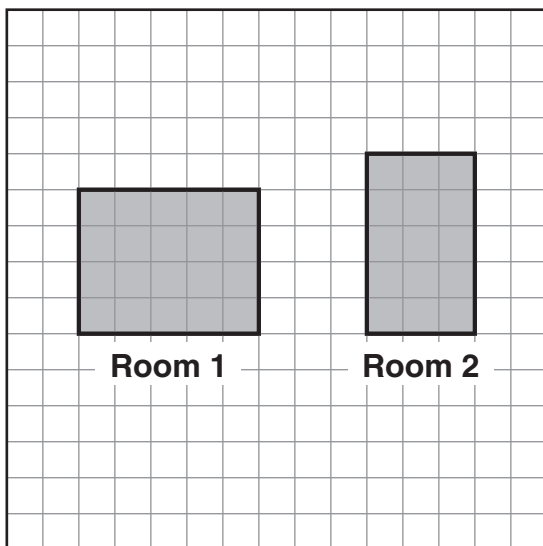**Room 1**   **Room 2**

Key
☐ represents 1 square yard

How many square yards larger is the area of Room 1 than the area of Room 2? Explain how you know.

5 squares larger.

I know this because if you count the squares in room 1 and room 2 then subtract the number of squares in room 2 from room 1 you get 5
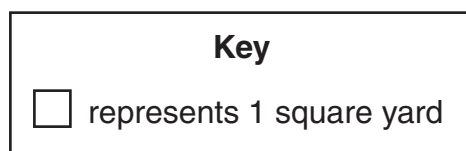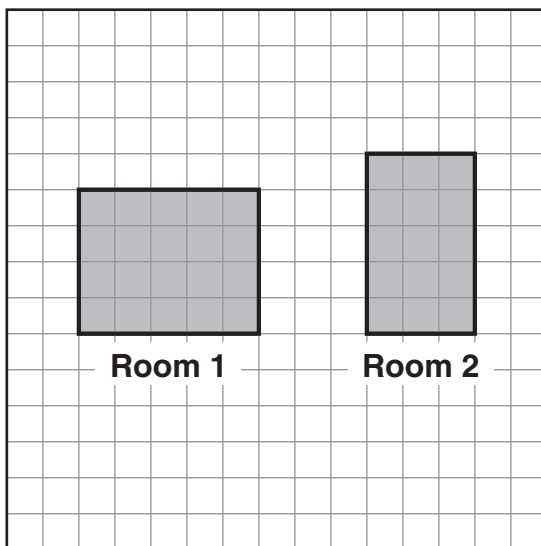
16 Room 1 and Room 2 are each shaped like a rectangle. A model of each room is shown below.

Room 1   **Room 2**

Key
☐ represents 1 square yard

How many square yards larger is the area of Room 1 than the area of Room 2? Explain how you know.

5 square yards

I counted the ☐'s

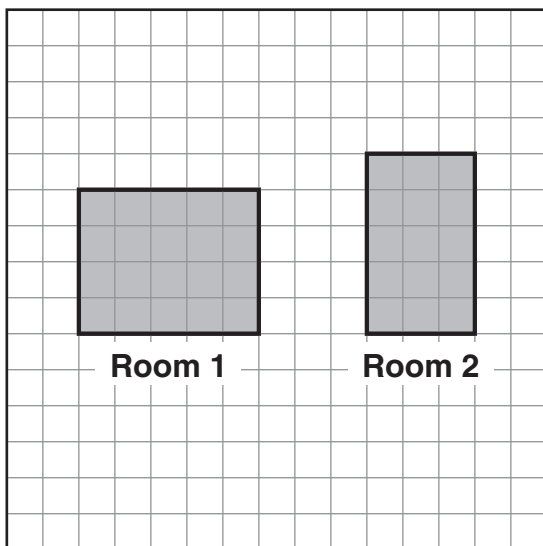**16** Room 1 and Room 2 are each shaped like a rectangle. A model of each room is shown below.

Room 1   **Room 2**

Key
☐ represents 1 square yard

How many square yards larger is the area of Room 1 than the area of Room 2? Explain how you know.

I know this because there are 20 squares in Room 1 and 15 squares in Room 2 and 20 is greater than 15.

16 Room 1 and Room 2 are each shaped like a rectangle. A model of each room is shown below.

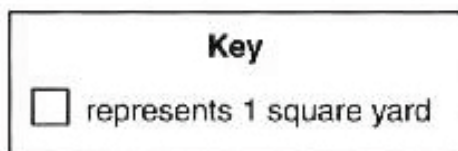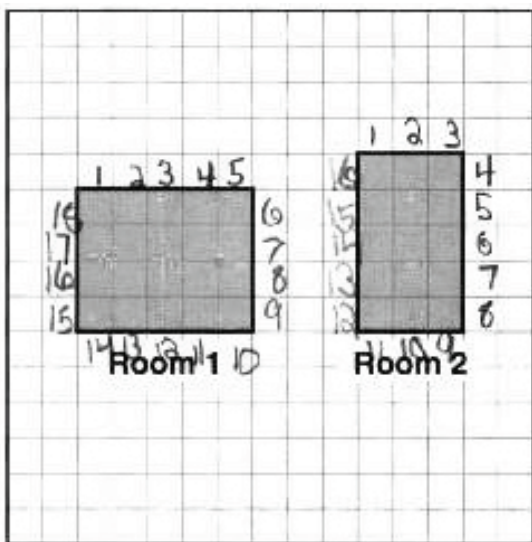**Room 1**   **Room 2**

Key
☐ represents 1 square yard

How many square yards larger is the area of Room 1 than the area of Room 2? Explain how you know.

8 more squares

I counted the squares

16 Room 1 and Room 2 are each shaped like a rectangle. A model of each room is shown below.

Key

☐ represents 1 square yard

How many square yards larger is the area of Room 1 than the area of Room 2? Explain how you know.

It is two more because if you subtract the minimum from the maximum You will get two.